

Master of Urban Planning and Development

Strategic Plan

**Maxine Goodman Levin College of Urban Affairs
Cleveland State University**

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The Master of Urban Planning & Development Program

The Master of Urban Planning and Development (MUPD) at Cleveland State University is housed within the Department of Urban Studies at the Maxine Goodman Levin College of Urban Affairs.

The MUPD program is a 48-credit professional graduate degree program, which can be completed by full-time students in two years. The program prepares students to work as professional planners in the public, non-profit and private sectors. The curriculum includes a 32-credit core that addresses planning history and theory, regional analysis, the built environment, planning law, land use planning, sustainability, public budgeting and finance, analytical methods, and civic engagement. MUPD students can pursue a generalist track, selecting from a variety of elective courses, or they can pursue one of six specializations (economic development, environmental sustainability, GIS, historic preservation, housing and neighborhood development, real estate development and finance).

Students who pursue the MUPD degree have a passion for cities, a vision for a better future, and a desire to change the world. Our students, graduates, and faculty often have a particular focus on planning and developing shrinking, legacy cities and their diverse communities. The MUPD program at Cleveland State University has a longstanding commitment to social justice and equity, a tradition and value that continues to be a priority in our curriculum, extracurricular activities, faculty interests, and the college as a whole.

The MUPD program has a strong commitment to engaged learning, using our real-world laboratory of Cleveland and Northeast Ohio to further student learning and facilitate their growth as future planning practitioners. The program includes a client-driven capstone studio, where students collaborate to develop a professional-quality plan. MUPD students also engage with the local community and beyond through our active student organization, CSU-APA, annual speaker series, graduate assistantship opportunities, and an optional internship.

Founded in 1990 as the Master of Urban Planning, Design and Development, approximately 400 students have graduated from the MUPD program (renamed in 2015). Our alumni work across the public, private and non-profit sectors in Northeast Ohio and beyond. Examples of alumni places of employment include: the City of Cleveland, the City of Euclid, the City of Lakewood, the City of Shaker Heights, Cleveland Neighborhood Progress, Cuyahoga County Land Bank, Cuyahoga County Planning Commission, Environmental Design Group, Famicos Foundation, MidTown Cleveland, the Northeast Ohio Areawide Coordinating Agency, OHM Advisors, RDL Architects, and Team NEO.

The planning faculty hold expertise in community development, conflict management, economic development, environmental planning, GIS, historic preservation, housing, land use planning, planning law, real estate development and finance, sustainable/resilient development, and urban geography. Their work appears in high-quality peer-reviewed journals including the *Journal of Urban Affairs*, *Journal of the American Planning Association*, *Urban Studies*, *Cities*, *Journal of Planning Education and Research*, *Urban Geography*, *Regional Studies*, *Housing Policy Debate*, and others. They have also written or edited numerous books and other reports. The planning faculty actively participate and/or hold leadership positions in the Association of Collegiate Schools of Planning, Urban Affairs Association, Society for American City and Regional Planning History, and the American Real Estate Society.

The Levin College of Urban Affairs

The Maxine Goodman Levin College of Urban Affairs was established at Cleveland State University in 1977, as successor to its Institute of Urban Studies (created in 1969). Today, the Levin College is home to six growing Undergraduate Degree programs, two nationally accredited Masters Degree programs in Urban Planning and Public Administration, recognized graduate programs in Urban Studies, Nonprofit Management and Environmental Studies, and an interdisciplinary Doctoral program.

The College is comprised of:

- The Department of Urban Studies, which is the academic home for students interested in leadership roles in the public, nonprofit, and private sectors, as well as the home for faculty who generate new knowledge that often helps shape urban policy. The Department of Urban Studies includes six undergraduate degrees (Bachelor of Arts in Urban Studies, Public Safety Management, Environmental Studies, Nonprofit Administration, Organizational Leadership, and Economic Development) and six graduate degrees (Master of Public Administration, Master of Urban Planning and Development, Master of Arts in Environmental Studies, Master of Science in Urban Studies, Master of Nonprofit Administration and Leadership, and Ph.D. in Urban Studies and Public Affairs). The Department also offers a number of undergraduate and graduate certificate programs and three dual-degree programs with the Cleveland Marshall College of Law.
- Research Centers and Outreach and Training Programs that provide engaged research focused on urban policy and the provision of client-responsive technical assistance, evaluation, or other forms of research. These include the Center for Economic Development, Center for Community Planning and Development, Center for Public and Nonprofit Management, Center for Population Dynamics, and Energy Policy Center.
- The Dean's Office, which includes the Office of Student Services, the Dean's Diversity Council, and other administrative functions.

Nationally, the College is ranked among the top schools of Public Affairs, according to *U.S. News & World Report's* 2019 rankings. The Levin College ranks 5th in the nation in urban planning and policy, 14th in local government management, and 21st in nonprofit management. The college has more than 600 students, about one-third of which are graduate students. The Levin College's twenty-three full-time faculty have expertise across many fields, including collaborative governance, community development, conflict management, economic development, education policy, environmental planning and policy, GIS, historic preservation, housing, nonprofit management, organizational leadership, policy analysis, program evaluation, public finance, public management, public safety, race and social justice, real estate development and finance, scenario planning, sustainability, urban geography, urban policy, urban politics, urban resilience, and urban sociology.

Levin College of Urban Affairs: Strategic Refresh Summary

During the 2016-2017 academic year, the Levin College of Urban Affairs embarked on a “strategic refresh” process to update the college's priority areas and develop actionable strategies. The “refresh” reinforced that the Levin College of Urban Affairs seeks to solidify and expand its role as the preeminent urban policy and planning college in Ohio and beyond. To accomplish this vision, the College set out to reshape and refocus our existing assets to fully realize our primary mission,

which is the pursuit of “excellence in teaching, research, and service through active engagement in improving and creating opportunities for the citizens of the Greater Cleveland region and the state of Ohio.” After intentional, ongoing discussions, the faculty and staff identified four priority areas in our teaching, research, and service:

- Equity, Inclusion, and Social Justice,
- Urban Settlements and Sustainable Development,
- Governance, and
- Economic Transformation.

The College has garnered national recognition for our work in the region by our peer institutions, policy makers, and the public. Global trends have intensified the urban challenges that gave rise to the Levin College, such as social and economic inequality, environmental degradation, and urban blight. The globalization of capital, climate change, and the recent subprime mortgage crisis all elevate the need for innovative solutions to challenging problems. The College is well-positioned to tackle these challenges given our strong complement of research and applied work, the deep trust we have engendered as an institution among our stakeholders, and the internal commitment by faculty and staff to serve Cleveland, the region, and beyond.

Going forward, the Levin College will pursue these priority areas through the following:

1. Educate present and future generations of urban planners, public administrators, nonprofit leaders, other neighborhood and civic leaders, and scholars to address key challenges in Cleveland and the region such as economic inequality, racial and ethnic exclusion, and environmental sustainability;
2. Conduct scholarly research on the development of cities and metropolitan areas and the myriad challenges facing them;
3. Disseminate knowledge about urban places and facilitate an exchange of ideas that improves equity, economic development, sustainability, governance, and quality of life;
4. Engage in applied research that improves urban planning public management and expands opportunity structures for residents in the region; and
5. Participate in civic affairs and community engagement opportunities as part of a wider mission of the university to be an engaged anchor institution.

The Levin College leadership identified the following that need to be in place in pursuit of the priority areas:

- A Levin culture that understands and embraces the priority areas as the foundation of the “New Levin College.” The priority areas need expansion and development to fully form. We seek to build a culture of shared inquiry that produces collaborative research and effective service;
- Communications that effectively tell our story to stakeholders and engages new students to enroll in the College;
- Closer alignment with the University’s larger anchor-engaged mission;
- Maintenance and enhancement of our undergraduate and graduate enrollments;
- A reconfigured Dean’s Office that can effectively support the evolution of the “New Levin College”; and
- Improved national and international visibility.

Cleveland State University

Founded in 1964, Cleveland State University is a public research institution with 17,000-plus students, 10 colleges and schools and more than 175 academic programs. According to the Brookings Institution, CSU is No. 18 in the U.S. among public universities that fulfill a critical dual mission: providing upward mobility and conducting impactful research. *U.S News & World Report* consistently lists CSU among America’s Best Colleges and Universities. For the 2017-2018 academic year, CSU welcomed the largest freshman class in its history, with 2,000 first-year students.

Our dynamic campus in the heart of downtown Cleveland continues to evolve. In early 2018, CSU opened a striking addition to CSU’s Washkewicz College of Engineering. In the fall of 2018, it unveiled a new School of Film & Media Arts – the only standalone film school in Ohio – located on the top floor of the Idea Center at Playhouse Square. Engaged Learning connects CSU students with 3,000 co-ops, internships and other experiential learning opportunities with employers in virtually every industry, ensuring they graduate fully prepared to succeed in their chosen professions.

ENGAGE: The Campaign for CSU exceeded its goal – two years ahead of schedule – and raised more than \$114 million, largely to benefit scholarships and student success programs.

CSU President Harlan M. Sands, who took office June 1, 2018, is the seventh president in the history of the University. A highly regarded and widely respected higher education leader, President Sands comes to CSU from The Wharton School at the University of Pennsylvania. In April, 2019, President Sands released a “Statement of Strategic Priorities” for the university, which includes a revised mission and vision, a strategic framework, a summary of current strengths and challenges, and seven strategic themes for the future. The full document is available online at:

https://www.csuohio.edu/sites/default/files/Strategic%20Priorities_R7.pdf

Cleveland State University Mission Statement

Empowering Students. Creating Knowledge. Engaging Communities. Shaping Our World.

Cleveland State University Vision Statement

We will be a nationally-recognized and student-focused public research institution that provides accessible, affordable, and engaged learning opportunities for all. We will be both:

- 1) An “anchor” institution for NE Ohio, recognized for cutting-edge research, creative activity, and innovative collaborations that drive economic development and enrich the lives of our students and citizens, and;
- 2) A “beacon” institution whose vitality attracts diverse talented faculty, staff, and students from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments.

Strategic Framework Affirmations

1. Cleveland State seeks distinction as the premier public urban research university serving metropolitan Cleveland and Northeast Ohio.
2. We are committed to being a place of opportunity for new and returning students from all backgrounds, including graduates of the Cleveland Metropolitan School District and other school districts in Cuyahoga County, our region, and those who seek to join us from outside of Ohio because of our unique variety and quality of academic offerings.
3. By further developing our signature program of Engaged Learning, we will serve as both an anchor institution — a transformational leader in educating and developing our local talent for Cleveland’s workforce — and a beacon institution, where we draw talented students, faculty, and staff who seek to be a part of our distinctive educational experience.
4. We will support research and creativity across all disciplines we offer, and we will strengthen our capacity to provide regional leaders with ideas that foster urban revitalization, economic development, and public health.
5. We will pursue these goals in partnership with area employers, civic leaders, community based organizations, and educators.
6. We will foster an inclusive, collegial, socially engaged academic community of students, faculty, and staff that serves as a cultural and intellectual center of gravity for metropolitan Cleveland.

Strategic Themes

1. Seek distinction as a leading public urban research institution.
2. Differentiate on student success.
3. Enhance engaged learning.
4. Strengthen anchor mission.
5. Achieve growth as a beacon institution.
6. Build financial strength.
7. Strengthen campus community.

University Resources

Cleveland State University provides a number of resources that strengthen the Levin College’s and MUPD program’s ability to engage in excellence. These include:

- Internal funding programs including the Graduate Faculty Research Support Program and Faculty Scholarship Initiative, among others (<https://www.csuohio.edu/research/internal-funding-programs>);
- The Center for Faculty Excellence (<https://www.csuohio.edu/cfe/center-for-faculty-excellence>);
- The Center for E-Learning (<https://www.csuohio.edu/center-for-elearning/center-for-elearning>);
- Library facilities and services that includes a dedicated urban affairs/education/health sciences librarian, multi-media services and a digital design studio, and access to OhioLINK resources (<https://library.csuohio.edu/index.html>); and
- The Division of Diversity, Inclusion and University Engagement (<https://www.csuohio.edu/engagement/division-university-engagement>).

Strategic Plan

Master of Urban Planning and Development, Levin College of Urban Affairs, Cleveland State University

MUPD Mission, Vision & Values

(adopted, Fall 2016)

MISSION: Our mission is to educate current and future urban planning and development professionals and equip them with the knowledge and skills to effect positive change for diverse and dynamic metropolitan regions and communities within a global context. We prepare students to analyze past, present, and future urban conditions and address planning and development issues. We also provide students the opportunity to develop expertise in areas of planning practice. Through our curriculum, engaged activities, and faculty research, we generate innovative ideas that foster livable, equitable, vibrant, and sustainable futures, particularly for legacy cities.

VISION: We envision that the MUPD program will educate students to be innovative, forward-thinking urban planning and development professionals committed to social justice and equity. The core knowledge and skills we offer will place students at the leading edge of planning, particularly in legacy cities. We will build and maintain a diverse faculty and student body devoted to excellence in academic and professional practice and equipped to work with diverse communities. We will foster the MUPD program's vibrant and ongoing engagement with the urban planning profession, including our active partnership with local and national planning and development organizations. In collaboration with allied professionals, our graduates will improve the resiliency and sustainability of communities and advance a more just urban future.

OUR VALUES

We value our diverse body of *students and alumni* as individuals and future practitioners who will effect positive change for cities.

We value *social justice and equity* in all aspects of urban planning and development.

We value the *diverse communities* that comprise urban places.

We value *inclusive and participatory* planning so that our graduates are prepared to work in and with all communities.

We value *sustainable development* as a fundamental framework for planning.

We value *engagement* with the people and communities in Northeast Ohio and our ability to shape the future of these communities through our teaching, research and service activities.

We value the *interconnectedness* of local places to their states, the nation and the global community.

We value an *interdisciplinary approach to planning* education, recognizing the complexity of urban governance, the varied forces that shape cities, and the benefits of collaborating to advance a better urban future.

Strategic Planning Process

The MUPD faculty, in partnership with key stakeholders (alumni, students, local practitioners), engages in continuous review of the program's mission, curriculum (including competencies, learning outcomes and assessments), goals, and objectives. As a starting point, we worked from the goals and objectives set forth in the July 2013 self-study report. A number of recent changes in the college furthered our review and updating of our strategic plan. These include: faculty retirements, new hires, a new Dean, and a college-wide strategic planning process. Throughout our strategic plan, we focus on the core characteristics that distinguish the MUPD program.

MUPD faculty, alumni, practitioners, and students contributed to the development of this strategic plan. At our regularly held meetings, the MUPD faculty have continuously discussed the program's needs, outcomes, and direction. Through crafting job descriptions for new hires, reviewing input from other stakeholders, and analyzing learning outcomes over time, the MUPD faculty have made consensus decisions about the programmatic and curricular goals and objectives included in this plan. The faculty also built upon the outcomes of three Levin College retreats, held in August and October 2015 and October 2016. In addition to identifying priority needs and action items, the College identified four core thematic areas: (1) equity, inclusion, and social justice, (2) urban settlements and sustainable development, (3) governance, and (4) economic transformation. These overarching Levin College themes permeate our curricular, engagement, and research activities.

Alumni provided focused input via three roundtable discussions held in June, July and August 2015. Our alumni have also provided insight via one- and five-year post-graduation surveys and numerous informal conversations. Additionally, in March 2015, we collaborated with the Ohio chapter of the APA to administer a survey of planning practitioners throughout Ohio. The survey focused on in-demand knowledge and skills for new graduates and directly informed a subsequent review of our curriculum. We convened a MUPD Advisory Board in 2016, comprised of more than twenty practitioners across the planning profession. At full Board meetings in November 2016 and May 2017, these practitioners provided insight about trends in planning practice, professional skills necessary for 21st century planners, and opportunities for MUPD program engagement with the Northeast Ohio community. Throughout AY 2018-2019, the MUPD faculty further solicited practitioner input via a series of one-on-one and small group conversations with Board members. Finally, the MUPD faculty have gathered student input and feedback through regular interactions with our active student organization, CSU-APA, annual exit surveys of graduating students, focused discussions around curriculum, and other informal conversations. To inform this plan, we conducted the following targeted activities: (1) revised the MUPD Mission and Vision and wrote our Values Statement (AY 2016-17), (2) wrote and adopted a MUPD Diversity Plan (AY 2016-17), and (3) updated our student learning outcomes and assessment processes (AY 2017-18 & 2018-19).

The programmatic goals, objectives, actions, and metrics included in this plan were developed during AY 2018-2019 through a collaborative process involving planning faculty, MUPD students, Levin College staff, and the MUPD Advisory Board. This strategic plan is a living document that the faculty review and update, as needed, annually. We use a variety of assessment tools, feedback from our annual, peer-reviewed, internal Cleveland State University assessment, exit surveys, post-graduation surveys, Advisory Board input, re-accreditation reports (*when applicable*), and other insight to update the plan.

SWOT Analysis

To inform the MUPD program's goals, objectives, actions, and metrics, we first developed an analysis of the program's strengths, weaknesses, opportunities, and threats. The SWOT analysis includes both internal and external factors. While the MUPD program may have little control over the latter, it is essential that we capitalize on external strengths and opportunities, while recognizing and responding to external weaknesses, threats, and uncertainties. We note that many of the threats facing the program stem more from uncertainties (i.e. enrollment trends, faculty retirements and hiring, graduate student funding, college/department changes to the structure of administering programs). At the same time, we seek to build upon our existing programmatic strengths and opportunities, while implementing new strategies that will enable us to continue offering high-quality planning education.

Strengths

- Strong reputation, particularly in equity planning, social justice, community development, and economic development
- Recently updated core curriculum, including stronger focus on land use planning, graphics, and civic engagement
- High-quality faculty research and teaching
- Faculty and staff engaged in professional service (i.e. Urban Affairs Association, Association of Collegiate Schools of Planning, Society for American City and Regional Planning History)
- Faculty and staff engaged in community service (i.e. Shaker Heights Planning and Landmark Commissions, Cleveland Section of the APA, APA Ohio, JobsOhio, Cleveland Neighborhood Progress)
- Active MUPD Advisory Board
- Engaged and diverse students and the CSU-APA student organization
- Cross-college collaborations with other programs and faculty
- University and College support for diversity and engaged learning
- Active alumni network in Northeast Ohio and beyond
- Engagement of local and regional urban leaders across the College's activities and programs
- Location in Cleveland as a classroom for planning education and a basis for faculty research
- Affordable in-state tuition for graduate education
- Internal articulation agreement for students graduating from CSU's Honors College
- Staff support for advising, internships, mentoring, graduate assistants

Weaknesses

- Overall decline in number of planning faculty due to retirements and limitations on hiring
- Lack of staff support for program management (accreditation reporting, assessments); over-reliance on graduate assistant support
- Ad hoc initiatives to maintain and build alumni relations
- Lack of racial diversity among the faculty
- Lack of core funding for the college's research centers, including the Center for Community Planning and Development and the Center for Economic Development, which impedes collaborations between faculty and Center staff.

Opportunities

- Build a 4+1 program with the College's undergraduate B.A. in Urban and Regional Studies
- Update existing and explore new areas of focus and elective offerings
- Explore flexible delivery methods and alternative class times, as appropriate
- Engage Levin's strong network of alumni and community partners to expand recruitment of minority students
- Support students after graduation via professional development and networking
- Increase collaboration across the Levin College's programs, including the research centers
- Support junior faculty as they proceed through the tenure process
- Align program with broader College and Department initiatives
- Expand for-credit and paid internship opportunities, particularly for full-time students
- Maximize the role and benefit of the MUPD Advisory Board
- Develop partnerships and pipeline programs with regional colleges and universities
- Embrace the creativity and new ideas generated by new faculty and college leadership

Threats & Uncertainties

- Uncertainty about future funding for graduate assistantships
- Future faculty retirements and uncertainty about university support for faculty hiring

- Static and/or declining graduate enrollments
- University budget concerns
- Changes in workload expectations
- College-level changes in structure of administering programs
- State-level constraints on tuition and funding

Summary of the MUPD Program Goals and Objectives

The MUPD program has identified fifteen overarching goals that will guide our activities and decision-making in the coming years. These goals are organized in four categories: (1) curriculum and career preparation, (2) students, (3) faculty, and (4) program governance. Detailed action items and metrics are prescribed in the following section.

MUPD Curriculum & Career Preparation	
1: Offer a core curriculum that prepares students to be engaged urban planning and development practitioners and that fulfills the MUPD program mission, vision and values.	1a: Provide a core curriculum that provides substantive knowledge and skills central to the profession of planning.
	1b: Thread fundamental planning values, as defined by the PAB, throughout the core curriculum.
	1c: Incorporate engaged learning projects across the core curriculum, as appropriate.
	1d: Provide students with an opportunity to synthesize the knowledge and skills gained throughout the program through a client-based capstone studio project.
2: Offer coursework that allows students to gain expertise in an area of planning practice, reflective of faculty areas of expertise and employment opportunities.	2a: Offer high-quality electives in a variety of areas on a regular basis.
	2b: Encourage MUPD students with relevant interest to complete one of the College's graduate certificates.
	2c: Incorporate engaged learning across the MUPD elective courses, as appropriate.
3: Explore curriculum delivery methods that provide additional alternatives to the typical once/week evening format.	3a: Explore offering core and/or elective courses in web-blended or other alternative formats
	3b: Consider adding one- and two-credit courses to provide students with flexible curricular options
	3c: Work with Department Chair to explore the possibility of offering more daytime classes
4: Engage in continuous improvement of the MUPD curriculum based on evaluation of student learning outcomes, alumni satisfaction and success, and practitioner feedback	4a: Revise and enhance assessment of student learning outcomes to reflect the updated MUPD curriculum
	4b: Use input from alumni and planning practitioners to inform program-related decision making

MUPD Students	
5: Recruit a high caliber and diverse student body	5a: Recruit high caliber upper-division undergraduate students from the Levin College of Urban Affairs, with a particular emphasis on students from underrepresented populations
	5b: Recruit high caliber upper-division undergraduate students from across the Cleveland State University campus, with a particular emphasis on students from underrepresented populations.
	5c: Recruit high-caliber students from undergraduate institutions in Ohio and beyond, with a focus on Historically Black Colleges and Universities and students from underserved populations
	5d: Market the MUPD program to mid-career professionals and non-traditional students
	5e: Remove barriers to entry by supporting prospective students through the admissions process, including timely review of applications and fast-tracking applications of high-caliber prospective students
	5f: Provide support to non-degree, MUPD-oriented students to help transition them to degree-seeking students [<i>note: in Spring 2017, 63% of such students were female minorities</i>]
6: Support and retain a high-caliber and diverse student body	6a: Ensure that each student receives appropriate academic advising and student support
	6b: Foster a climate of inclusivity throughout the curriculum, advising, extracurricular programming, and student engagement activities
	6c: Identify opportunities to enhance financial aid opportunities, with a focus on making graduate education affordable for traditionally underserved populations
	6d: Recognize student achievement through annual awards, prizes, and scholarships
	6e: Provide students and, when possible, alumni with career counseling and information about internships and post-graduation employment
	6f: Provide students with opportunities for professional development
	6g: Offer courses in formats and times that aid in student success (<i>see Goal 3</i>)

7: Provide opportunities for student interaction with practitioners and professional planning and planning-related organizations.	7a: Support the CSU-APA student organization and its programming
	7b: Maintain regular faculty participation in APA’s Ohio Chapter and Cleveland Section of the APA, and use these connections to enhance professional development and networking opportunities for MUPD students
	7c: Encourage faculty and student engagement with planning practitioners and professionals from allied professions, including architecture, civil and environmental engineering, historic preservation, landscape architecture, public administration, and real estate development.
	7d: Offer and publicize planning-related events, activities, and programs, including planning-focused College Forum programs and other college events
8: Encourage student participation in MUPD governance	8a: Engage MUPD students in faculty meetings and through regular communications about program activities.
	8b: Provide opportunities for student input on curriculum and overall program performance

MUPD Faculty	
9: Recruit and maintain a high-quality and diverse full-time faculty to meet the teaching, research, and service needs of the program	9a: Recruit and retain faculty with expertise needed to fulfill the program’s mission, teach within the required core curriculum, and enhance the research profile of the MUPD program.
	9b: Increase faculty diversity through active recruitment of women and minority candidates.
	9c: Mentor junior faculty through the tenure process.
10: Improve diversity of instruction for MUPD core and/or elective courses through focused hiring of part-time instructors and use of guest speakers	10a: Collaborate with Department Chair with regards to hiring of part-time instructors for MUPD classes, with a particular emphasis on hiring diverse candidates with relevant professional experience
	10b: Diversify the pool of guest speakers and other guests who interact with students on an ad-hoc basis
11: Produce high-quality research that relates to the four priority areas of the Levin College and enhances the research profile of the College and MUPD program	11a: Encourage faculty to conduct high-quality research that addresses key issues and challenges in the planning profession and that relates to the Levin College’s priority areas.
	11b: Disseminate MUPD faculty research to a wide audience, including the planning academy and profession.
	11c: Encourage faculty to apply to relevant internal and external funding opportunities and training.

12: Provide high-quality teaching of MUPD core and elective courses	12a: Encourage continuous improvement of teaching for full-time faculty
	12b: Support the development of part-time faculty as high-quality teachers
13: Actively engage in community and professional service.	13a: Encourage faculty engagement in service to the planning academy
	13b: Encourage faculty engagement to the planning profession and greater Northeast Ohio community

MUPD Program Governance	
14: Govern the MUPD program with transparent, inclusive, and autonomous processes, to the greatest extent possible.	14a: Maintain and improve transparency and inclusivity in MUPD program decision-making
	14b: Maintain an active MUPD Advisory Board comprised of a diverse group of practitioners, including alumni
	14c: Strive for program autonomy, within the structures of the Department of Urban Studies and Levin College of Urban Affairs
	14d: Comply with university procedures.
15: Fulfill the MUPD program's mission, student learning outcomes, and the goals and objectives detailed in this plan.	15a: Secure adequate resources and support for MUPD program governance
	15b: Regularly engage in program and student learning outcome evaluations, review, and improvement
	15c: Promote MUPD program achievements and successes

MUPD Program Goals and Objectives with Action Items and Metrics*

**Metrics collected annually unless otherwise noted*

MUPD Curriculum & Career Preparation

GOAL 1: Offer a core curriculum that prepares students to be engaged urban planning and development practitioners and that fulfills the MUPD program mission, vision and values.

Objectives:

1a: Provide a core curriculum that provides substantive knowledge and skills central to the profession of planning.

- Offer all core classes every academic year
- Regularly review, assess, and update student learning outcomes
- Build learning and professional standards into core courses
- Ensure, to the greatest extent possible, consistency across sections of core classes
- Utilize technology, including new software and mobile apps, to facilitate learning; including, but not limited to, Excel, GIS, Google Drive, Planetizen courses, APA learn, Qualtrics Survey software, and others
- Work with Department, College and University leaders to ensure that students have access to high-quality and consistent technological resources, including at night and on the weekends

Metrics: frequency of course offerings, assessment data (including exit survey)

1b: Thread fundamental planning values, as defined by the PAB, throughout the core curriculum.

- Provide support to faculty teaching core classes to ensure that values of equity, diversity, social justice, sustainability, and ethics underpin the curriculum
- Offer all core classes every academic year
- Regularly review, assess, and update student learning outcomes
- Build learning and professional standards into core courses

Metrics: frequency of course offerings, assessment data (including exit survey)

1c: Incorporate engaged learning projects across the core curriculum, as appropriate.

- Build engaged learning into the curriculum along a spectrum from guest speakers and field trips to semester-long, client-based projects and from students' first semester to their completion of the capstone studio

- Leverage CSU’s Office of Civic Engagement, the College’s Center for Public and Nonprofit Management, the MUPD Advisory Board, and the Cleveland Section of the APA to identify and connect to community partners
- Send out an annual call for proposals for engaged learning projects (including a list of possible classes, including the capstone studio, and interested instructors) to the MUPD Advisory Board and the Cleveland Section of the APA (send in the spring for the following academic year)

Metrics: number and summary of engaged learning projects in core courses

1d: Provide students with an opportunity to synthesize the knowledge and skills gained throughout the program through a client-based capstone studio project.

- Leverage the MUPD Advisory Board and others to identify potential studio projects
- Offer UST 611: Planning Studio every spring

Metrics: faculty and expert evaluations of capstone studio project

GOAL 2: Offer coursework that allows students to gain expertise in an area of planning practice, reflective of faculty areas of expertise and employment opportunities.

Objectives:

2a: Offer high-quality electives in a variety of areas on a regular basis.

- Direct students to appropriate electives, based on student interests, with the Office of Student Services
- Review elective offerings within the Levin College and suggested needed modifications, in collaboration with Department Chair
- Leverage the MUPD Advisory Board to identify modifications to MUPD elective offerings and/or new offerings that respond to changing needs of the profession
- Explore offering special topics courses in critical areas of contemporary planning practice that we currently do not offer, including climate resiliency, equity, healthy cities, infrastructure, site planning, and/or transportation/transit planning prior to establishing new classes
- Review course offerings in other departments (i.e. Civil Engineering) and add as eligible MUPD electives, as appropriate
- Consider developing a planning certificate that would be available to non-MUPD students and that would foster interdisciplinary learning across the Levin College and with related graduate programs across campus
- Strengthen and promote regional partnerships, such as with Kent State University’s Cleveland Urban Design Collaborative, to give students more choices in terms of electives

Metrics: frequency of course offerings, exit survey, completion of updated curriculum sheets (by Fall 2020); summary of special topics courses available to MUPD students

2b: Encourage MUPD students with relevant interest to complete one of the College's graduate certificates.

- Eliminate redundant specializations
- Collaborate with certificate coordinators and faculty across the College to improve efficiencies and cross-program collaboration
- Work with faculty, the practitioner community, and the Advisory Board to identify new certificates that respond to changing needs of the planning profession
- Ensure that students can complete their desired course of study by working with the Department Chair to minimize scheduling conflicts for classes within specializations or certificates and between core requirements and specialization or certificate requirements

Metrics: certificate completion by MUPD students

2c: Incorporate engaged learning across the MUPD elective courses, as appropriate.

- Build engaged learning into the curriculum along a spectrum from guest speakers and field trips to semester-long, client-based projects and from students' first semester to their completion of the capstone studio
- Leverage CSU's Office of Civic Engagement, the College's Center for Public and Nonprofit Management, the MUPD Advisory Board, and the Cleveland Section of the APA to identify and connect to community partners
- Send out an annual call for proposals for engaged learning projects (including a list of possible classes, including the capstone studio, and interested instructors) to the MUPD Advisory Board and the Cleveland Section of the APA (send in the spring for the following academic year)

Metrics: number and summary of engaged learning projects in MUPD elective courses

GOAL 3: Explore curriculum delivery methods that provide additional alternatives to the typical once/week evening format.

Objectives:

3a: Explore offering core and/or elective courses in web-blended or other alternative formats

- Identify at least one core course, in addition to UST 579: Civic Engagement, to offer in a web-blended format, based on pedagogical appropriateness and faculty interest
- Explore offering MUPD-related electives in a web-blended format
- Explore offering courses as field experiences/practicums
- Explore offering weekend or alternate weekend courses, in addition to UST 503: Graphics for Urban Professionals
- Survey existing students to about preferences for course modalities and timing

Metrics: improved faculty consensus on ways to revise course delivery methods; development of a medium-range (three to five years) plan to test alternative delivery methods

3b: Consider adding one- and two-credit courses to provide students with flexible curricular options

- Develop one-credit course in survey design
- Develop repeatable one or two-credit course in urban planning and development applications (i.e. ULI competition, HUD affordable housing competition)

Metrics: number and focus of one- and/or two-credit courses offered

3c: Work with Department Chair to explore the possibility of offering more daytime classes

- Make more intensive use of the 4-5:50pm time slot for courses offered every semester and/or electives
- Survey existing students to gain insight about preferences for course modalities and timing

Metrics: number, topics, and enrollment of daytime courses

GOAL 4: Engage in continuous improvement of the MUPD curriculum based on evaluation of student learning outcomes, alumni satisfaction and success, and practitioner feedback

Objectives:

4a: Revise and enhance assessment of student learning outcomes to reflect the updated MUPD curriculum

- Update the MUPD assessments of student learning outcomes, including enhanced data collection
- Collect student learning outcome data, per the MUPD assessment plan
- Complete the annual Cleveland State assessment report
- Review outcome data and feedback on assessment reports with the MUPD faculty
- Revise core course content and/or overall curriculum, as needed

Metrics: updated student learning outcome plan and assessment mechanisms (by May 2019); completion of annual CSU assessment report

4b: Use input from alumni and planning practitioners to inform program-related decision making

- Conduct one-year post-graduation survey that includes a measure of graduate satisfaction with the MUPD program
- Conduct five-year post-graduation survey that includes a measure of graduate satisfaction with the MUPD program
- Work to improve the response rate for both the one-year and five-year alumni surveys
- Conduct an employer survey during every five years to evaluate MUPD students' preparation for and success as planning practitioners, and summarize results for posting on the MUPD website and for discussion with MUPD faculty to inform curriculum and program modifications

- Consult with Advisory Board members regarding curriculum revisions for both core requirements and specializations
- Use the Advisory Board to provide current information on in-demand skills, particularly for entry-level planners,

Metrics: response rates of 1-year and 5-year post-graduation surveys; implementation of any needed changes, based on alumni, employer, and/or Advisory Board feedback

MUPD Students

GOAL 5: Recruit a high caliber and diverse student body

Objectives:

5a: Recruit high caliber upper-division undergraduate students from the Levin College of Urban Affairs, with a particular emphasis on students from underrepresented populations [*according to CSU's 2017 Book of Trends, in Fall 2016 about 40% of the Levin College's undergraduate students were underrepresented minorities*]

- Coordinate with the Undergraduate Program Director to avoid redundancy between the undergraduate and graduate programs and to ensure that our undergraduate students have the skills to succeed in the MUPD program
- Work with Undergraduate Program Director to establish a 4+1 program with the undergraduate B.A. in Urban and Regional Studies – Urban Planning Track
- Provide information on MUPD program to students in relevant upper-division undergraduate courses including UST 418: Urban Planning, UST 419: Neighborhood Planning, UST 420: Urban Design, UST 436: Urban Sustainability, UST 441: Environmental Planning, UST 476: Historic Preservation, UST 477: Regional Planning, UST 487: GIS Applications, and UST 489: Advanced Senior Seminar
- Work with instructors of undergraduate courses to identify and recruit strong candidates for graduate education, with a particular emphasis on students from underrepresented populations
- Promote college events, including prospective graduate student fairs, to upper-division undergraduate students
- Assist the college's Coordinator of Student Recruitment and other college-wide efforts to promote "urban" as a career option
- Promote the affordability of the MUPD program, both in terms of tuition costs compared to other graduate schools and in terms of cost of living in Northeast Ohio

Metrics: number of MUPD students (including number from underrepresented populations) who hold a BA degree from the Levin College, creation of 4+1 program

- 5b: Recruit high caliber upper-division undergraduate students from across Cleveland State University, with a particular emphasis on students from underrepresented populations.
- Work with the Dean of the Honors College to promote the Honors College articulation agreement to all undergraduate Honors students
 - Provide information on the MUPD program to upper-division (400-level) undergraduate courses in departments such as Anthropology, Black Studies, Communication, Economics, History, Political Science, Sociology, Environmental Science, and Civil Engineering
 - Promote the affordability of the MUPD program, both in terms of tuition costs compared to other graduate schools and in terms of cost of living in Northeast Ohio

Metrics: number of MUPD students with a non-urban undergraduate degree from CSU enrolling in the MUPD program, including those from the Honors College and those from underrepresented populations

- 5c: Recruit high-caliber students from undergraduate institutions in Ohio and beyond, with a focus on Historically Black Colleges and Universities and students from underserved populations
- Support the efforts of the college's Coordinator of Student Recruitment regarding outreach to undergraduate institutions across Ohio
 - Work with the Dean's Office, Dean's Diversity Council, and Department Chair to explore articulation agreements with Ohio's two HBCUs
 - Work with Department Chair, Coordinator of Student Recruitment, and Program Directors to build partnerships with relevant undergraduate programs to create a pipeline into the MUPD program (i.e. Youngstown State, Wooster, Central State)
 - Utilize department and college resources, as possible to promote the MUPD program through web-based advertising, social media, and other venues
 - Leverage and build networks at Case Western Reserve University
 - Promote the affordability of the MUPD program, both in terms of tuition costs compared to other graduate schools and in terms of cost of living in Northeast Ohio

Metrics: number of students, including those from underrepresented populations, enrolling in MUPD with undergraduate degrees from other institutions in Ohio; number of partnerships and/or articulation agreements

- 5d: Market the MUPD program to mid-career professionals and non-traditional students
- Collaborate with Certificate Coordinators, the Coordinator of Student Recruitment, and Department of Urban Studies to promote college certificate programs to mid-career professionals who may then decide to pursue a full graduate degree
 - Provide expedited admissions, upon the recommendation of the certificate coordinator, for students who complete a college certificate with a minimum grade of B in all certificate courses and then seek regular admission into the MUPD program
 - Equip the MUPD Advisory Board to champion the program within the practitioner community and their own networks

Metrics: number of students entering the MUPD program after completing (or beginning) a certificate program; entrance survey responses about how and why students choose the MUPD program

5e: Remove barriers to entry by supporting prospective students through the admissions process, including timely review of applications and fast-tracking applications of high-caliber prospective students

- Offer a GRE waiver for students with undergraduate GPAs above 3.25
- Provide timely advising and assistance for students applying to the MUPD program, with Office of Student Services
- Maintain regular contact with prospective students, particularly those from underserved populations, as they work through the admissions process
- Explore modifications to MUPD application requirements to expedite reviews and ensure that applicants are prepared for graduate planning education

Metrics: number of students utilizing the GRE waiver and their success in the program (time to completion and GPA), average time from application completion to admission decision

5f: Provide support to non-degree, MUPD-oriented students to help transition them to degree-seeking students [*note: in Spring 2017, 63% of such students were female minorities*]

- Identify MUPD-oriented non-degree students and offer them a faculty mentor

Metrics: rate of non-degree students successfully transitioning to degree-seeking students

GOAL 6: Support and retain a high-caliber and diverse student body

Objectives:

6a: Ensure that each student receives appropriate academic advising and student support.

- Continue to provide regular, high-quality advising, in collaboration with the Office of Student Services
- Provide orientation for newly admitted students, organized by the Office of Student Services, including information on department, college and university support services such as the Writing Center and CARE Team
- Encourage participation in Levin's Minority Graduate Student Support Group
- Explore ways of providing tutoring services or other support (i.e. subscription to Planetizen courses), particularly to assist with basic Microsoft Excel, quantitative, and professional writing skills
- Work with Department, College and University leaders to ensure that students have access to high-quality and consistent technological resources, including at night and on the weekends

Metrics: summary of student advising practices (during self-study years); five-year post-graduation satisfaction survey; student retention and graduation rates

- 6b: Foster a climate of inclusivity throughout the curriculum, advising, extracurricular programming, and student engagement activities
- Encourage the Levin Forum program and CSU-APA to promote diversity and inclusivity through speaker series and events
 - Proactively advise students, with the Office of Student Services and faculty
 - Support the efforts of CSU-APA and encourage MUPD students to participate
 - Promote diversity within the curriculum by seeking external funding or utilizing Departmental resources to support engaged learning projects, particularly the capstone studio, for organizations with limited or no capacity to pay
 - Engage guest speakers, who provide specific expertise, and are also members of traditionally marginalized and underrepresented populations
 - Encourage faculty participation in student-organized events
 - Identify ways to support cohort-building among students and to foster interaction among faculty and students outside of regular classes
 - Encourage and support faculty efforts to include minority students as co-authors on publications, as presenters and/or attendees at conferences, as participants in local workshops, seminars and/or forums, for internships and mentoring opportunities, and in professional development activities

Metrics: annual membership in CSU-APA, summary of CSU-APA activities, summary of annual events and speakers, including representation by members of underrepresented groups, summary of the capstone studio project and funding structure; five-year post-graduation satisfaction survey

- 6c: Identify opportunities to enhance financial aid opportunities, with a focus on making graduate education affordable for traditionally underserved populations
- Increase the number of graduate assistantships for full-time MUPD students, within the bounds of decreasing state appropriations to the University and College
 - Identify and promote sources of scholarships for minority students
 - Explore establishing a Graduate Assistantship in Urban Equity to target funding for a high-caliber student with a particular interest in equity, social justice, and diversity (with Department Chair and MUPD faculty)
 - Work with the Center for Public and Nonprofit Management to develop more part-time academic-year and full-time summer paid internships for MUPD students
 - Develop a competitive Vibrant NEO internship
 - Solicit an honorarium for engaged projects that will primarily support scholarships or prizes for students within the class
 - Encourage faculty to pursue external funding that supports students
 - Reduce textbook, software, and other costs

Metrics: number of MUPD students receiving graduate assistantships and other forms of aid (not student loans), amount of graduate assistantship funding supporting MUPD students; number and amount of external grants supporting students; demographic profile of students who apply for and who are awarded graduate assistantships; funded engaged learning projects

- 6d: Recognize student achievement through annual awards, prizes, and scholarships
- Nominate a student for the annual AICP Outstanding Student award
 - Nominate MUPD students for various Levin College awards, prizes, and scholarships
 - Nominate MUPD students for external awards, prizes, and scholarships, as possible
 - Nominate MUPD students to the new Upsilon Sigma Honor Society

Metrics: descriptive summary of student achievements, number of students receiving awards and honors

- 6e: Provide students and, when possible, alumni with career counseling and information about internships and post-graduation employment

- Circulate job opportunities via email, social media and the jobs listing webpage on the Levin College website
- Circulate internship opportunities via direct emails to current MUPD students, the CSU APA Facebook page, and the College's Center for Public and Nonprofit Management's internship listing webpage
- Encourage MUPD student participation in the College's Mentoring Program, through the Center for Public and Nonprofit Management
- Encourage MUPD students to complete an internship and to utilize the Center for Public and Nonprofit Management's internship services
- Annually solicit MUPD Advisory Board members for internship opportunities, including full-time, part-time, and/or project-based/short-term positions
- Engage MUPD alumni and the Advisory Board to identify job opportunities for graduate students and recent alumni

Metrics: descriptive summary of communication activities, number of students in mentoring program, percent of graduates employed in planning or planning-related fields one year and five years post-graduation, five-year post-graduation satisfaction survey

- 6f: Provide students with opportunities for professional development

- Identify and mobilize existing CSU resources to provide students with professional development services such as resume-writing, interviewing, and portfolio development
- Support and promote networking opportunities through CSU-APA, the Cleveland Section of the APA, and the MUPD Advisory Board
- Maximize students' opportunities to gain exposure to urban professionals and organizations working throughout Northeast Ohio
- Establish a shadowing program, using MUPD Advisory Board members as key contacts
- Explore the possibility of offering MUPD students professional business cards

Metrics: summary of CSU-APA activities, percent of graduates employed in planning or planning-related fields one year and five years post-graduation; five-year post-graduation satisfaction survey

- 6g: Offer courses in formats and times that aid in student success (*see Goal 3*)
- See objectives 3a, 3b, and 3c

GOAL 7: Provide opportunities for student interaction with practitioners and professional planning and planning-related organizations.

Objectives:

- 7a: Support the CSU-APA student organization and its programming
- Dedicate a faculty advisor for the CSU-APA organization
 - Use program and department communication channels to promote CSU-APA activities, as needed
- Metrics: summary of CSU-APA activities and faculty involvement*
- 7b: Maintain regular faculty participation in APA's Ohio Chapter and Cleveland Section of the APA, and use these connections to enhance professional development and networking opportunities for MUPD students
- Assign one faculty member to the CSU/Levin standing seat on the APA Ohio Chapter's Board for a rotating three-year term
 - Encourage faculty to participate in the Cleveland Section of the APA through either an at-large seat on the Executive Committee and/or regular participation in Section events
- Metrics: faculty member participation in APA Ohio and Cleveland Section of the APA, student participation at APA Ohio and Cleveland Section of the APA events*
- 7c: Encourage faculty and student engagement with planning practitioners and professionals from allied professions, including architecture, civil and environmental engineering, historic preservation, landscape architecture, public administration, and real estate development.
- Facilitate communications and interaction between the MUPD Advisory Board, MUPD students, and CSU-APA
 - Utilize the interdisciplinary nature of the Levin College to encourage student interaction with allied professionals in public and nonprofit administration and environmental studies
 - Support the enrollment of non-MUPD students in MUPD core courses to facilitate cross-program learning and interaction
 - Encourage students to participate in the annual Urban Land Institute (ULI) competition
 - Bring speakers from allied professions to the MUPD program and Levin College
 - Encourage faculty and student participation in allied profession conferences, events, and other activities
 - Encourage students to take advantage of discounted student memberships to the Urban Land Institute, which has a Women in Development sub-group and offers additional networking opportunities

- Build connections with the County Planning Directors Association of Ohio

Metrics: number of students participating in the ULI competition, summary of speakers in courses and at college events, number of students active in ULI

7d: Offer and publicize planning-related events, activities, and programs, including planning-focused College Forum programs and other college events

- Provide support, as needed, to Levin College Forum programs focused on planning and related-issues
- Collaborate with the Cleveland Section of the APA to offer AICP CM credits for Levin programs, when applicable
- Collaborate with the Cleveland Section of the APA, Ohio APA, and the MUPD Advisory Board to promote planning-related events and programming taking place at the Levin College
- Connect the MUPD Advisory Board members to the Levin Forum leadership, as needed, to develop programs of interest to the planning community
- Communicate information about external events related to planning to MUPD students and faculty, including events organized or led by the MUPD Advisory board
- Explore creating a MUPD Google Calendar to provide a single space for program, CSU-APA, Cleveland Section of the APA, college, and university events, along with key deadlines

Metrics: number and focus of college-wide planning-related events, number of CM-certified events held at the college; summary and examples of communication of events within and external to the College

GOAL 8: Encourage student participation in MUPD governance

Objectives:

8a: Engage MUPD students in faculty meetings and through regular communications about program activities.

- Invite the CSU-APA President to participate in MUPD faculty meetings, as appropriate
- Communicate information about program opportunities, curricular changes, and other activities on a regular basis

Metrics: descriptive summary of student participation in program governance

8b: Provide opportunities for student input on curriculum and overall program performance

- Obtain student feedback through an exit survey of graduating students
- Offer opportunities for targeted student input during faculty reviews of curriculum
- Offer students a chance to review and comment on the MUPD strategic plan

Metrics: summary of exit survey results, descriptive summary of other student participation activities

MUPD Faculty

GOAL 9: Recruit and maintain a high-quality and diverse full-time faculty to meet the teaching, research, and service needs of the program

Objectives:

9a: Recruit and retain faculty with expertise needed to fulfill the program's mission, teach within the required core curriculum, and enhance the research profile of the MUPD program.

- Replace faculty who retire or otherwise leave the MUPD program
- Ensure MUPD faculty participation on planning-related faculty search committees
- Advocate, through the CSU-AAUP chapter and other possible means, for factors that help retain faculty such as competitive salaries, merit pay, research and travel support, workload, and work-life balance

Metrics: faculty retention rates, new faculty hires (when needed), composition of search committees

9b: Increase faculty diversity through active recruitment of women and minority candidates.

- Utilize the resources provided by ACSP's Planners of Color Interest Group (POCIG) and Faculty Women's Interest Group (FWIG) to recruit diverse candidates during faculty search processes
- Work with the Dean's Diversity Council and other relevant CSU offices and committees to identify search outlets to promote faculty positions to a diverse pool of candidates
- Draw on the professional networks of the Dean, College and University administrators, full-time and part-time faculty members, search committee members, alumni, and Levin community partners to recruit diverse candidates
- Invite MUPD Advisory Board members to participate in faculty searches (i.e. through attendance at the research talk or teaching demonstration) to support diversity in hiring

Metrics: percent of planning faculty from underrepresented groups, including women and minorities

9c: Mentor junior faculty through the tenure process.

- Support the Department Chair's efforts to mentor tenure-track planning faculty, particularly with regards to the tenure process and expectations
- Encourage junior faculty to participate in College and University programs focused on improving teaching, prepare a dossier for tenure, securing external funding, and other relevant topics
- Encourage junior faculty to utilize networking and programs that support the development and retention of underrepresented groups within the academy, when appropriate

Metrics: percent of tenure-track planning faculty successfully earning tenure

GOAL 10: Improve diversity of instruction for MUPD core and/or elective courses through focused hiring of part-time instructors and use of guest speakers

Objectives:

10a: Collaborate with Department Chair with regards to hiring of part-time instructors for MUPD classes, with a particular emphasis on hiring diverse candidates with relevant professional experience

- Develop a list of professionals from underrepresented populations who could teach and have expressed interest in teaching MUPD core and elective courses, including members of the MUPD Advisory Board
- Offer input to the Department Chair regarding part-time instructors for MUPD core and elective courses

Metrics: percent of part-time instructors from underrepresented groups, including women and minorities

10b: Diversify the pool of guest speakers and other guests who interact with students on an ad-hoc basis

- Maintain and circulate a “guest speaker list” to provide faculty with women and minority practitioners who might serve as guest speakers in classes
- Invite MUPD Advisory Board members to serve as guest speakers, critics or panelists for student presentations, and organizers of field trips
- Draw on the expertise and connections of the MUPD Advisory Board and MUPD alumni to develop additional strategies for diversifying guest speakers and other invited guests (i.e. review panels for final projects)
- Work with part-time instructors/adjuncts, CSU-APA, and the Levin College Forum to diversify invited speakers

Metrics: summary of guest speakers and other guests from underrepresented groups, including women and minorities

GOAL 11: Produce high-quality research that relates to the four priority areas of the Levin College and enhances the research profile of the College and MUPD program

Objectives:

11a: Encourage faculty to conduct high-quality research that addresses key issues and challenges in the planning profession and that relates to the Levin College’s priority areas.

- Publish high-quality peer-reviewed research via academic journals, book chapters, and books
- Improve collaborations with the College’s research centers, which can potentially create opportunities for faculty, students and staff to engage with Northeast Ohio communities through research

Metrics: number of faculty publications (by type), descriptive summary of faculty research; highlights of news or press related to faculty research

11b: Disseminate MUPD faculty research to a wide audience, including the planning academy and profession.

- Present faculty research at relevant academic conferences
- Communicate faculty research via the Levin Quarterly, News of the Week, the College's social media pages, and Engaged Scholarship, CSU's research publication website

Metrics: number of faculty presentations at conferences, descriptive summary of research highlights in college communications (during self-study)

11c: Encourage faculty to apply to relevant internal and external funding opportunities and training.

- Ensure faculty are aware of internal funding opportunities
- Secure external funding to support faculty research

Metrics: number and amount of research grants secured by planning faculty

GOAL 12: Provide high-quality teaching of MUPD core and elective courses

Objectives:

12a: Encourage continuous improvement of teaching for full-time faculty

- Participate in university/college/department programs aimed at improving teaching (i.e. Center for Faculty Excellence, Center for E-Learning, teaching brown bags)
- Provide peer evaluations of teaching for MUPD faculty
- Review defined student learning outcomes for each MUPD core course and ensure that they are included in course syllabi
- Encourage faculty to attend local, regional, state, and/or national APA conferences to ensure contemporary relevance within the curriculum and specific course materials

Metrics: descriptive summary of participation in teaching improvement programs, number of peer evaluations of teaching for MUPD core and elective courses

12b: Support the development of part-time faculty as high-quality teachers

- Work with Department Chair to provide part-time faculty with sufficient mentoring, assistance, and resources

Metrics: student evaluations of teaching

GOAL 13: Actively engage in community and professional service.

Objectives:

13a: Encourage faculty engagement in service to the planning academy

- Serve in leadership roles, on committees, and otherwise support relevant academic planning organizations
- Serve as peer reviewers for relevant journals, academic presses, conferences, and grant proposals
- Serve the planning academy through mentoring, external dossier reviews, and other supportive functions

Metrics: positions held by planning faculty, descriptive summary of other leadership and engagement activities (during self-study)

13b: Encourage faculty engagement to the planning profession and greater Northeast Ohio community

- Assign a faculty representative to represent the MUPD program on the Ohio Chapter of the American Planning Association board on a three-year rotating basis
- Ensure, to the greatest extent possible, faculty participation on the Cleveland Section of the APA Executive Committee
- Serve the broader needs of the planning profession and the communities of Northeast Ohio through community service efforts and participation on relevant boards and commissions
- Encourage faculty to speak at local or state planning conferences as a way to engage with planning and zoning professionals within Ohio
- Encourage faculty to write articles for *Ohio Planners News*, published by APA Ohio, regarding their research, classes/student work, or other engagement activities

Metrics: positions held by planning faculty, list of organizations that planning faculty work with

MUPD Program Governance

GOAL 14: Govern the MUPD program with transparent, inclusive, and autonomous processes, to the greatest extent possible.

Objectives:

14a: Maintain and improve transparency and inclusivity in MUPD program decision-making

- Hold regular MUPD program meetings to discuss curriculum, ongoing initiatives, special programs, and other MUPD-related business
- Involve staff and students, in addition to faculty, in MUPD decision-making, when appropriate

Metrics: frequency and schedule of MUPD meetings, descriptive summary of staff and student participation in program governance (during self-study)

14b: Maintain an active MUPD Advisory Board comprised of a diverse group of practitioners, including alumni

- Hold regular (i.e. once or twice per year) Advisory Board meetings either at the Levin College or at a MAB host location
- Explore possible Advisory Board subcommittees such as professional development, curriculum, engaged learning, and/or fundraising
- Ensure that the Advisory Board is diverse in terms of race, gender, alumni status, career level, area of expertise, sector, and type and location of the community in which they work (city, township, county, rural, suburban, within and outside of Cuyahoga County)
- Engage MUPD Advisory Board members through college events, receptions, student presentations, alumni engagement events, and other activities

Metrics: composition and activities of the MAB; schedule of MAB meetings

14c: Strive for program autonomy, within the structures of the Department of Urban Studies and Levin College of Urban Affairs

- Maintain program autonomy over decision-making for the MUPD curriculum
- Maintain program control over the admission and evaluation of students
- Comply with Department Bylaws stipulating that at least two MUPD faculty serve on the College Peer Review Committee, particularly in years when a MUPD faculty member is seeking tenure and/or promotion
- Ensure that planning faculty serve on search committees for related faculty hires
- Collaborate with other Program Directors and the Department Chair on Department business, particularly that which impacts the MUPD program
- Participate in program director meetings convened by the Department Chair
- Ensure that the MUPD program is adequately represented in the governance of the Department of Urban Studies, generally through service on Departmental committees
- Ensure the MUPD Program Director and faculty, as necessary, respond to substantive issues regarding any aspect of the MUPD program raised by students, faculty or others, as appropriate and within the bounds of University policies

Metrics: planning faculty participation on PRC, composition of search committees, descriptive summary of program/program director involvement in department and college activities

14d: Comply with university procedures.

- Ensure timely review of all MUPD student petitions
- Work with Department Chair, when appropriate, to address student grievances

Metrics: descriptive summary of activities

GOAL 15: Fulfill the MUPD program’s mission, student learning outcomes, and the goals and objectives detailed in this plan.

Objectives:

15a: Secure adequate resources and support for MUPD program governance

- Maintain an appropriately compensated MUPD Program Director position
- Provide service-based workload credit for faculty serving on the MUPD Steering Committee
- Secure a MUPD budget with the Department Chair that includes resources for accreditation, ACSP membership, and other programmatic needs

Metrics: program director compensation, steering committee composition, program budget and use of funds

15b: Regularly engage in program and student learning outcome evaluations, review, and improvement

- Review progress towards meeting the goals and objectives of this strategic plan and summarize in the CSU assessment report
- Update the MUPD student learning outcomes and associated data collection, per the updated curriculum launched in Fall 2018
- Review student learning outcome assessment results and modify/update curriculum and course content, as needed
- Incorporate feedback from annual CSU assessment peer evaluations and PAB accreditation reviews in revisions to this strategic plan, the MUPD curriculum and student learning outcomes, strategies for recruiting and maintaining a diverse student and faculty body, and program governance

Metrics: student learning outcome assessment data, completion of annual update to strategic plan, other program changes (as necessary)

15c: Promote MUPD program achievements and successes

- Send announcements of faculty, student, alumni, and Advisory Board achievements for inclusion in the Levin College News of the Week
- Highlight student, alumni, and Advisory Board projects on the MUPD website, through News of the Week, on social media, and via other college communications
- Promote the capacity of the MUPD program to assist community partners, via engaged learning projects, well-qualified interns and alumni, and/or other programming, with various projects or needs

Metrics: inclusion of MUPD-related news in various college communication forums